1) At the elementary level, no one has adopted a single process. For the most part, research skills seem to be handled by the library teacher, usually alone though occassionally in partnership with the classroom teacher. Blogging has become a popular form of having students share what they have learned. Note-taking skills are a high priority, as is developing common language across grades and schools.

2) The middle schools represented also had differing approaches - again, no one had adopted a single research process. Library teachers were again the ones who were asked to do most of the teaching. Noodle tools are used by many, as citation is seen as an important skill. Ideas were generated about using screencasts to teach some basic skills by having students watch the screencasts at home. Overall, the librarians felt that it was imperative to connect their work to classroom projects so that skills were tied to meaningful projects.

3) The high school group is finding that students' basic research skills are weak and yet there seems to be marginal interest among the classroom teachers in helping to address the problem - it's seen as a library/history problem.